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ED 012 592 JC 660 212

FLORIDA'S PUBLIC JUNIOR COLLEGES.

FLORIDA ST. DEPT. OF EDUCATION, TALLAHASSEE

PUB DATE MAR 66

EDRS PRICE MF-$0.25 HC-$1.84 46P.

DESCRIPTORS- *JUNIOR COLLEGES, *COLLEGE ADMINISTRATION, *TRANSFER PROGRAMS, *MASTER PLANS, *STATE PROGRAMS, SCHEDULING, SCHOOL CALENDARS, ARTICULATION (PROGRAM), ADULT EDUCATION, ADVANCED PLACEMENT, COMMUNITY COLLEGES, FLORIDA, TALLAHASSEE,

ORGANIZATION AND OPERATION OF FLORIDA'S SYSTEM OF JUNIOR COLLEGES ARE DESCRIBED. EIGHTY-TWO PERCENT OF THE STATE'S HIGH SCHOOL GRADUATES LIVE WITHIN COMMUTING DISTANCE OF A COMMUNITY COLLEGE, AND INCREASING PERCENTAGES TAKE ADVANTAGE OF THE OPPORTUNITY FOR LOWER DIVISION, VOCATIONAL-TECHNICAL, OR ADULT EDUCATION AT ONE OF THE 29 COLLEGES. FINANCING IS THROUGH A FOUNDATION PROGRAM BASED ON THE NUMBER OF INSTRUCTION UNITS, THE RANK AND EXPERIENCE OF INSTRUCTORS, AND THE ABILITY OF THE COUNTY TO SUPPORT THE PROGRAM THROUGH LOCAL TAXATION. FUTURE PLANS FOR YEAR-ROUND OPERATION MUST PROVIDE 45 WEEKS OF INSTRUCTION, BE COORDINATED WITH STATE UNIVERSITY CALENDARS, AND OFFER COURSE SEQUENCES ON A YEAR-ROUND BASIS. TRANSFERS FROM JUNIOR COLLEGES TO THE UNIVERSITIES SHOULD MEET THE SAME STANDARDS AS THE "NATIVE" STUDENTS. PROGRAMS OF ARTICULATION, ADVANCED PLACEMENT, AND ADULT EDUCATION ARE DETAILED. (WO)

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FLORIDA'S PUBLIC JUNIOR COLLEGES

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
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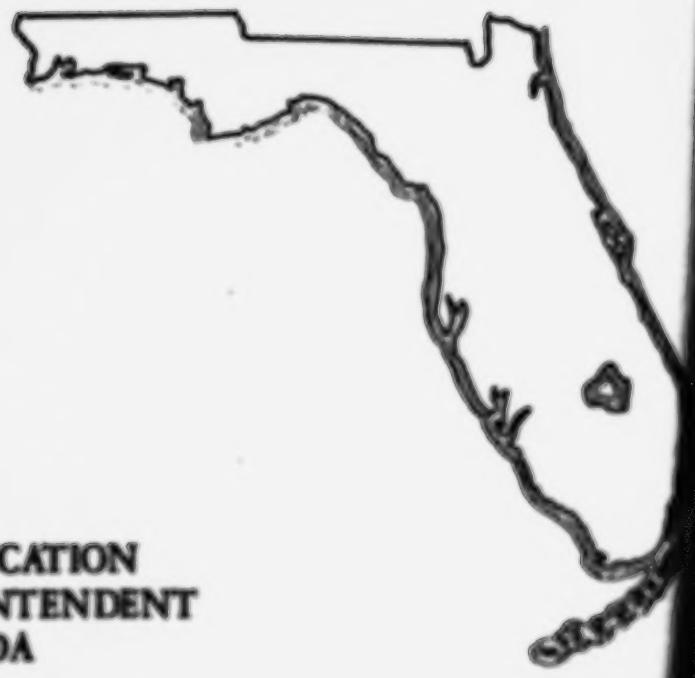

STATE DEPARTMENT OF EDUCATION
FLOYD T. CHRISTIAN, SUPERINTENDENT
TALLAHASSEE, FLORIDA

JC 660 212

FLORIDA'S PUBLIC JUNIOR COLLEGES

DEPARTMENT OF EDUCATION

FLOYD T. CHRISTIAN, STATE SUPERINTENDENT
OF PUBLIC INSTRUCTION

TALLAHASSEE, FLORIDA

MARCH, 1966

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FLORIDA'S PUBLIC JUNIOR COLLEGES

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(Revised March, 1966)

INTRODUCTION

As of Spring, 1966, there were 25 junior college areas approved including 53 counties which constitute more than 82 per cent of the state's total population. These 25 areas include the new colleges which have been approved by the State Board of Education to begin operation in the Fall of 1966. The Community College Council presented to the 1957 Legislature a "blueprint" for the development of the community junior colleges which has been followed in orderly step-by-step progress since July 1, 1957. This development is part of a long range "master plan" for higher education in Florida.

The post-high school educational needs of Florida are diverse and are met by various types of educational opportunities. The community junior colleges have three major functions which are designed to meet a part of the post-high school education needs: 1) the provision of occupational education designed to prepare individuals for jobs, especially at the technician level; 2) the general education and pre-professional education of the first two years of the university; and 3) the community services of personal and vocational education for adults. The university system provides educational opportunity beyond this level.

The junior colleges constitute a part of county school systems and are placed under the trusteeship of the counties of location. Each junior college has an advisory committee appointed by the State Board of Education upon recommendation of the local boards of public instruction. All matters pertaining to the operation of the junior college must come to the county board as a recommendation from the junior college advisory committee. The junior college president serves as executive secretary to this advisory committee and minutes of the committee's meetings must be on file in the county office.

State-wide coordination is provided by the State Junior College Board which makes its recommendations to the State Board of Education. The Director of the Division of Community Junior Colleges, State Department of Education, serves as the executive secretary to this Board. Other staff services are provided by the State Department of Education, especially through the Division of Community Junior Colleges which administers the state responsibilities in reference to finance as well as the regulations of the State Board of Education.

Recommendations for capital outlay funds are a special concern of the State Junior College Board since the law requires that recommendations come from that Board. As of 1965, Florida has allocated over $90,000,000 for community junior college facilities in the 25 junior college areas currently approved to operate. The 1965 Legislature provided that not less than $8,000,000 of the 1965 capital outlay allocation be spent on vocational-technical facilities at the junior colleges.

New junior college areas may be approved by the Legislature if such

areas are placed in a Priority One status. In order to receive this designation, a county (or group of counties) must 1) request authority from the State Junior College Board to conduct a survey to determine the need, 2) present a brief outlining the results of the survey and the local commitments for support, and 3) be recommended for Priority One by the State Junior College Board and approved for this special status by the State Board of Education. When these procedures have been successfully completed, the next session of the Legislature is requested to make an appropriation for activating the junior college. When funds become available, the county must then receive authority from the State Board of Education to begin operation.

Over half of the freshmen attending college in Florida in Fall, 1965, were in the junior colleges. Long-range plans for this level of education will place a junior college within commuting distance of 99 percent of the state's population. If Florida is to accommodate the diverse educational needs of a thriving, growing economy, such educational opportunity is essential.

I. JUNIOR COLLEGE ORGANIZATION

A community junior college in Florida is organized and operated as an institution of higher learning as a part of the local school system. It is operated by the county board under specific authority in statutes and in regulations of the State Board of Education.

Florida Statutes define the junior college as an institution which offers: "(a) a program of general education consisting of classical and scientific courses . . . parallel to that of the first and second years of work at a senior four-year state institution of higher learning, (b) terminal courses of a technical and vocational nature and (c) courses for adults."

Section 130-8.02 of State Board of Education Regulations states:

> Junior colleges shall be operated as institutions of higher learning as a part of the public school system. Policies governing junior colleges shall be specifically designed for this level of education. The county board shall look to the junior college advisory committee for recommendations regarding such policies.

This means in effect that local board policies governing junior colleges shall be considered specifically as to their appropriateness to the junior college and that policies designed for grades K-12 shall not automatically be made applicable to junior colleges.

Florida public school systems are county units. Each county constitutues a tax district for school purposes and in instances where one county does not have sufficient population to support a junior college effectively, the law permits a group of counties to request approval from the State Board of Education for authority to join together in supporting a junior college. When such approval is granted, the board of the county wherein the college is located becomes the operating board of the college. These boards of public instruction of the counties wherein junior colleges are located may thereby hold and operate a junior college in trusteeship for the people of the state upon specific authorization and approval of the State Board of Education. Following herewith is a brief description of each of the various agencies to which each junior college is related.

A. <u>The State Board of Education</u> is the state agency designated to provide and establish the framework within which the junior colleges may operate in Florida. Article 12, Section 3, Constitution of Florida defines the State Board of Education as consisting of the governor, secretary of state, attorney general, state treasurer, and state superintendent of public instruction. The governor is designated as presi-

dent and the superintendent as secretary of the board. The state board is given specific responsibilities in Sections 230.0101, 230.0102, 230.0111, 230.0119, 230.0108 and 230.0106, Florida Statutes, as follows:

1. Approve establishment or acquisition of a public junior college in a county (regulations of the state board require a feasibility survey before applications may be submitted).

2. Establish standards and criteria to determine the level of work which may be taught in a junior college.

3. Develop regulations which assure sound operation of a junior college.

4. Approve the appointment and dismissal of the president.

5. Appoint members of the advisory committee upon nominations contained in a list from each county board supporting a junior college.

6. Prescribe minimum standards for junior colleges.

7. Authorize the matriculation or tuition fees to be charged to students.

8. Adopt regulations relating to preparation and approval of junior college budgets.

9. Approve the location of junior colleges in two county areas.

10. Adopt regulations relating to issuance of certificates for junior college teachers.

11. Adopt regulations relating to employment and other matters relating to personnel.

12. Adopt regulations relating to planning and construction of junior college buildings.

13. Approve project lists of junior college facilities as developed from a survey.

B. The State Junior College Board is made up of seven members appointed in accordance with Section 230.0100, Florida Statutes. The Board consists of seven prominent and representative citizens of the state appointed by the governor for four-year overlapping terms. The Board annually elects a chairman, a vice chairman, and appoints an executive secretary who is the Director of the Division of Community Junior Colleges in the State Department of Education. Other staff services as are required by the Board are provided by the Division of Community Junior Colleges

in the State Department of Education and other divisions within the Department. The State Junior College Board has the responsibility for establishing state-wide policy regarding the operation of the junior colleges and determining ways and means to effect articulation and coordination of junior colleges with other institutions subject to the approval of the State Board of Education. Specific duties of the State Junior College Board are numerated in Section 130-8.83 of the State Board of Education Regulations.

C. Council of Presidents - The local board of public instruction of each county wherein one or more junior colleges may be located nominates one president to serve on the Council of Presidents. Upon approval by the State Board, that president is so designated as long as he continues in his capacity as president of that junior college, or until the Board approves his successor. The Director of the Division of Community Junior Colleges serves as Chairman of the Council. The Council serves in an advisory capacity to the State Junior College Board. It develops recommendations on matters which affect junior colleges, and the Chairman of the Council transmits these recommendations to the State Junior College Board for appropriate action.

D. Council of Academic Affairs - The Council of Academic Affairs consists of the chief academic officer(s), as appointed by the president, of each of the junior colleges and the Academic Affairs representative of the Division of Community Junior Colleges who is Chairman of the Council. The Council serves in an advisory capacity to the Council of Presidents. It develops recommendations of state-wide concern relating to all academic matters, and the Chairman of the Council transmits these recommendations to the Council Presidents for appropriate action.

The Council of Academic Affairs, with three committees -- the Associate in Arts Degree, General Education, and Accreditation Standards -- began its work in the Fall of 1965.

E. State Department of Education - Section 229.75, Florida Statutes, provides that the State Department of Education shall operate under the direction and control of the State Superintendent of Public Instruction. The law specifically details the functions of the Department as assisting the Superintendent in providing professional leadership and guidance in carrying out policies, procedures and duties authorized by law or by state board or found necessary by him to attain the purposes and objectives of the school code. The Division of Community Junior Colleges is one of the divisions of the State Department of Education and is responsible for the coordination of junior college programs and the implementation of recommendations concerning the development of community junior colleges in Florida. Specific responsibilities of this Division are outlined as follows:

FUNCTIONS OF THE DIVISION OF COMMUNITY JUNIOR COLLEGES

a. Serves as a professional staff for the State Junior College Board.

b. Gathers data, makes studies, interprets data, and develops recommendations concerning all matters which have to do with the development of community junior colleges in Florida.

c. Recommends to the State Junior College Board for recommendation to the State Board of Education new areas for the development of community junior colleges in accordance with provisions of the long-range plan adopted by the State Board of Education.

d. Develops and implements plans and standards of quality for the administration, operation, physical plant development, and accreditation of community junior colleges in accordance with the regulations of the State Board of Education.

e. Administers disbursement of Minimum Foundation Program funds and Capital Outlay funds for junior colleges.

f. Collects, reviews, summarizes, and publishes statistics and other official reports from and about the community junior colleges.

ACTIVITIES OF PERSONNEL OF THE DIVISION OF COMMUNITY JUNIOR COLLEGES

a. Consult with members of the State Junior College Board and carry out the policies and instructions of the Board.

b. Director serves as chairman of the Junior College Presidents' Council.

c. Collect and publish such materials as contribute to the understanding, evaluation, and development of the community junior college program in Florida.

d. Work with the Board of Regents to assure coordination of the program of higher education in Florida.

e. Work with localities in Florida on problems connected with the establishment and operation of community junior colleges.

f. Confer as consultants in the development and planning of curriculum and other matters relating to the sound operation of community junior colleges.

g. Conduct building surveys and approve sites for locating community junior colleges.

h. In cooperation with the Division of Accreditation, review annual accreditation reports and organize evaluation committees for applying standards of accreditation.

i. Check, analyze and process applications for accreditation.

j. Compute the Minimum Foundation Program for each college.

k. Check, analyze and recommend approval of budgets and financial statements.

l. Work with other agencies in all matters relating to community junior colleges (e.g., State Board of Nursing, other divisions of the State Department of Education, Industrial Commission, Educational Television Commission, Board of Regents and University System).

m. Conduct research on teacher utilization, building utilization and related topics.

n. Work as consultant on all community junior college building plans.

o. Request release of funds as authorized and as needed for individual colleges, maintaining accounting for these disbursements.

F. State Superintendent of Public Instruction - The State Superintendent as secretary of the State Board of Education has both general and specific responsibilities relating to junior colleges. The laws of the state as well as State Board regulations specify that in addition to these general responsibilities for the junior colleges, he shall approve budgets, act as executive officer of the State Board of Education relating to junior college recommendations, approve master campus plans and building plans, apportion state funds for community junior colleges and administer State Board of Education Regulations relative to junior colleges.

G. County Board of Public Instruction - Each county in Florida is a unit for the control, organization and administration of county schools. Since junior colleges may be established only with specific and special permission of the State Board of Education and since a legally constituted advisory committee is appointed to work with the county board, local boards may be considered as holding these colleges in trusteeship for the people of the state. The county board of the county of location is the corporate body responsible for the administration and operation of the junior college. In carrying out its responsibilities related to the junior college it must consider the legal responsibilities of the State Board of Education, the State Junior College Board and the local Junior College Advisory Committee. The Board of Public Instruction constitutes the contracting agency for the junior college as a part of the county school system. It exercises responsibility for coordinating the junior college programs with the other levels of education within the county, giving special attention to the relationships between adult education programs, vocational education programs and the junior college programs.

H. Advisory Committee - Section 230.0103, Florida Statutes, provides that

for each junior college there shall be an advisory committee appointed by the State Board from a list of persons recommended by the county boards of the counties contributing to the support of the junior college. The junior college president is the ex officio secretary of the advisory committee. This committee has the following general responsibilities:

1. To advise the county board on matters affecting the junior college.

2. To submit to the county board, after consultation with the president of the junior college, whatever recommendations relating to personnel, curricula, finance and policies in general it deems to be for the best interest of the junior college.

In fulfilling these general responsibilities the advisory committee should carry out the following specific duties and responsibilities:

1. With the concurrence of the County Superintendent, recommend to the county board a qualified individual for the office of president.

2. Work with the president, in the preparation of the annual budget for the college.

3. Meet at least once each quarter. The committee should establish regular meeting dates, preferably one week prior to the regular meeting of the county board.

4. Keep well informed about all aspects of the community junior college.

5. Assume leadership in interpreting the community junior college program to the county board and to the public.

6. Be sensitive to the needs and desires of the community so that the college may develop a community centered program.

7. Study and recommend new curricula or programs in occupational education, adult education and community educational services. In fulfilling this responsibility the advisory committee should appoint such special study committees and should use such consultants as are needed.

8. Working with the president, examine and evaluate the extent to which such programs of the college are operating to achieve the results desired from the community junior college

II. FLORIDA'S MASTER PLAN

The initial report of the Council for the Study of Higher Education in Florida issued in January, 1955, included the following statement:

> That the development of a system of public community colleges be undertaken on a sound basis as a way to which collegiate enrollment at the lower level can be disbursed and to provide for programs appropriate to a broader range of educational needs than can be met in a university program.

This and other recommendations of the Council were based upon strong belief that there was a need for a diversity in post-high school education and that the needs of the State for post-high school education could best be met by a partnership among the State University System, a system of locally controlled community junior colleges, and the private degree-granting institutions in the State.

Largely as a result of these recommendations of the Council, the Legislature in 1955 established the Community College Council, whose report was published in 1957 under the title, "The Community Junior College in Florida's Future." This report, which was approved by the State Board of Education, contained recommendations for needed legal changes and a plan for establishing a system of public community colleges in Florida which ultimately would provide post-high school education within commuting distance for more than 99 percent of the population of Florida. At the time this plan was approved, public community junior colleges were in operation in four counties in Florida. Since 1957, the Legislature and the State Board of Education have authorized establishment of junior colleges in eighteen additional areas in accordance with the criteria and the procedure for establishing junior colleges included in that plan. By the Fall of 1966, junior colleges will be organized in at least twenty-five of the twenty-seven areas approved for junior college operation.

Each of the counties of Florida has been considered in some definite relationship to a junior college area in this master plan. As of 1966, eighty-two percent of Florida's high school graduates live within commuting distance of a junior college. In addition to the areas already in operation one additional area may open a junior college in the Fall of 1967, and one area is still to be studied. Plans for opening a college in the 28th and final area are not as yet developed. This master plan as implemented in statute and State Board of Education Regulations has been effected in a step by step procedure and has provided for orderly expansion of post-high school opportunities.

The rapid but orderly implementation of the statewide plan for community junior colleges has resulted in substantial changes in the patterns of attendance in post-high school education in the state. The provision of opportunities in junior colleges has resulted in a substantially higher

percentage of high school graduates in Florida continuing their education than had been possible in the past. A considerable increase in opportunities for post-high school occupational programs for the citizens of the State, especially in the technical and health related occupations has also resulted. Another significant development affecting all higher education in the State is that the junior colleges have become a major source of students for the upper divisions of Florida's universities. Currently, public junior colleges are providing almost sixty percent of the first-time-in-college enrollment in the State. The availability of opportunity for post-high school education at the freshman-sophomore level in the junior colleges has enabled the University System more and more to direct its energies toward its major responsibilities in upper division and graduate education. This sharing of responsibility for offerings which lead to the baccalaureate degree has proved to be a very valuable asset to the citizens of Florida.

The Commission on Goals for Higher Education in the South, Southern Regional Education Board, recommends that "each state should develop a strong system of two-year community colleges." The Commission amplifies this recommendation as follows:

> These non-residential institutions, generally located in urban areas, can serve a variety of functions for which four-year institutions are not required. Among these are freshman and sophomore college courses, vocational and technical programs, guidance and counseling services, specific programs to meet community needs and adult education.
>
> The community college is economical for both student and taxpayer. It can be responsive to local needs and a vital force in the community.
>
> These colleges, as now organized, are parts of the local public school programs, separate two-year state colleges, or affiliates of the state university system. Whatever the basis of the organization, however, three things are essential:
>
> 1. They must be integral parts of the state system of higher education, and fully coordinated with the other parts of the system.
>
> 2. They must resist pressure to expand into four-year institutions, concentrating rather on achieving excellence in their two-year programs.
>
> 3. Their distinctive function must be recognized and respected. They are neither mere extensions of the high school nor decapitated versions of the four-year college.[1]

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[1] Within Our Reach. Report of the Commission on Goals for Higher Education in the South, Southern Regional Education Board, p. 16.

Future junior college development in Florida must continue to recognize these three essentials.

A. Programs of Community Junior Colleges

Following the recommendations of the Council for the Study of Higher Education and the Community College Council, the Florida statutes assigned three major functions to the community junior colleges. Florida Statutes provide that junior colleges shall offer:

1. Freshman and sophomore education parallel to that commonly offered in the state universities.

2. Occupational education often referred to as vocational-technical education.

3. Programs of education for adults.

In addition to these three functions, the community junior colleges have become centers for community educational activities, including guidance, counseling, and cultural activities associated with an educational institution.

The great majority of students enrolled in community junior colleges today express as their goal completion of baccalaureate degree program although less than one-third of the entering freshmen actually do. In recent years in recognition of this fact, these colleges have placed increasing emphasis on the provision of occupational programs to meet the needs of individual students and to serve the ever increasing needs of business and industry in the State. Special emphasis in the occupational programs has been placed in the industrial technician areas, in the health occupations, and in those occupations relating to service and distribution which are so important to the tourism and the economy of Florida.

As Florida expands industrially, the occupational programs in junior colleges assume increasing importance among the offerings in higher education. The Space Age will require much more technically trained manpower than ever before has been envisioned. New emphasis on vocational and technical education at all levels as expressed in federal legislation and by various studies conducted nationally will thrust the junior colleges into assuming an ever-increasing responsibility in this area.

B. State Plan for Community Junior College Development

The following table indicates the results of the implementation of the long-range plan of community junior college development in the State of Florida:

Established Junior Colleges

Junior College	Area Served	Date Est.	ENROLLMENT - FALL, 1965 College Level Credit[1]	Vocational and Adult Non-Credit	TOTAL Enrollment[2]
Santa Fe Junior College	Alachua Bradford	1965	(To open in Fall, 1966)		
Gulf Coast Junior College	Bay Gulf*	1957	1,352	-	1,352
Rosenwald Junior College	Bay Gulf*	1958	148	-	148
Brevard Junior College	Brevard	1960	3,660	1,116	4,543
Junior College of Broward County	Broward	1960	3,996	573	4,242
Lake City Junior College and Forest Ranger School	Columbia Baker Gilchrist Union Dixie	1962	908	760	1,668
Miami-Dade Junior College	Dade	1960	14,513	2,533	16,981
Florida Junior College at Jacksonville	Duval Nassau	1965	(To open in Fall, 1966)		
Pensacola Junior College	Escambia Santa Rosa	1948	3,969	3,103	7,072
South Florida Junior College	Highlands Hardee DeSoto*	1965	(To open in Fall, 1966)		
Chipola Junior College	Jackson Calhoun Washington Holmes	1948	1,369	315	1,684
Jackson Junior College	Jackson Calhoun Washington Holmes	1961	189	-	189
Lake-Sumter Junior College	Lake Sumter	1962	921	21	942

(continued)

*County within attendance area but does not support the junior college.

[1]Includes enrollment in technical programs.

[2]Total enrollment less students enrolled in more than one category.

Established Junior Colleges (continued)

Junior College	Area Served	Date Est.	ENROLLMENT - FALL, 1965 College Level Credit[1]	Vocational and Adult Non-Credit	TOTAL Enrollment[2]
Edison Junior College	Lee Collier Charlotte Glades* Hendry*	1962	953	33	986
Tallahassee Junior College	Leon Wakulla Gadsden*	1965	(To open in Fall, 1966)		
North Florida Junior College	Madison Hamilton Jefferson Lafayette Taylor Suwannee*	1958	918	10	928
Suwannee River Junior College (to be consolidated with North Florida Junior College, effective July 1, 1967)	Madison Hamilton Jefferson Lafayette Taylor Suwannee*	1959	209	-	209
Manatee Junior College	Manatee Sarasota*	1958	2,052	291	2,331
Central Florida Junior College	Marion Citrus Levy	1958	1,343	442	1,785
Hampton Junior College (to be consolidated with Central Florida Junior College, effective July 1, 1966)	Marion Citrus Levy	1958	266	303	569
Florida Keys Junior College	Monroe	1965	603	556	1,156
Okaloosa-Walton Junior College	Okaloosa Walton	1964	1,078	855	1,933
Palm Beach Junior College	Palm Beach	1933	4,514	-	4,514

(continued)

*County within attendance area but does not support the junior college.

[1]Includes enrollment in technical programs.

[2]Total enrollment less students enrolled in more than one category.

Established Junior Colleges (continued)

Junior College	Area Served	Date Est.	ENROLLMENT - FALL, 1965 College Level Credit[1]	Vocational and Adult Non-Credit	TOTAL Enrollment[2]
St. Petersburg Junior College	Pinellas	1927	7,918	269	8,187
Polk Junior College	Polk	1964	1,830	74	1,904
St. Johns River Junior College	Putnam Clay St. Johns	1958	2,383	-	2,383
Indian River Junior College	St. Lucie Indian River Martin Okeechobee	1960	970	731	1,701
Seminole Junior College	Seminole	1965	(To open in Fall, 1966)		
Daytona Beach Junior College	Volusia Flagler	1958	2,364	4,891	7,255
T O T A L S			58,426	16,876	74,662

*County within attendance area but does not support the junior college.

[1]Includes enrollment in technical programs.

[2]Total enrollment less students enrolled in more than one category.

Areas Authorized but not Established.

County	Area to be Served	Date Authorized
Orange	Orange-Osceola	1961
Hillsborough	Hillsborough	1965

Areas for Future Action

Pasco-Hernando Counties

Counties Not Included in Any Area

Liberty County
Franklin County

C. Future Development

The following statements summarize the policies which are required to enable community junior colleges to continue to fulfill their assigned role in providing post-high school education for the citizens of Florida:

1. The major purpose of the community junior college is to extend educational opportunity at the less than baccalaureate degree level by keeping costs to students low, by providing opportunity within commuting distance for most people, and by offering broad and flexible programs of study.

2. Programs of occupational education should be provided in the community junior colleges to the extent needed in each area of the State. Insofar as possible, all post-high school occupational education should be centered in the community junior colleges.

3. Junior colleges should be recognized as the institutions where the majority of the freshmen and sophomore level students will attend college. Although existing freshmen and sophomore level programs in the universities should be continued at their present level of enrollment, additional freshmen and sophomore level programs should be established by the University System only where there is substantial and sufficient evidence that the community junior colleges cannot satisfy the needs for this level of education.

4. The junior colleges should provide continuing educational opportunities for adults. Adult education activities in a community should be coordinated and duplication insofar as is possible should be avoided.

5. Five specific educational responsibilities of the community junior colleges are:

   a. General Education - to provide to all students additional general educational background.

   b. College Parallel Education - to provide the basic first two years of bachelor's degree programs.

   c. Occupational Education - to provide programs which will prepare individuals in find employment in our increasingly complex society.

   d. Continuing Education - to provide programs and courses of continuing education at levels beyond the high school offerings for those who require that level of work and at appropriate levels for others who need further educational opportunity.

e. Counseling - to provide for all citizens the necessary testing, counseling, and other student personnel services which will enable each one to make appropriate decisions regarding his own educational progress.

6. Local control of the community junior colleges is essential and should be continued.

7. Adequate sources of local finance must be provided in order to support existing programs and to make it possible for all areas of the State to establish community junior colleges as soon as they meet the minimum enrollment requirement as provided in the criteria.

8. Since opportunity for post-high school education is of benefit not only to the individual but also to the economy of the State, students should be encouraged to attend by holding costs as low as practicable and by making loans and/or scholarships available to defray such expenses as are necessary.

9. Under existing law and regulations only one junior college should be established in any county. In heavily populated counties additional major centers of the junior college may be approved by the State Board of Education. Additional major centers should be considered for a college only when the full-time equivalent enrollment at each existing major center exceeds 3,000 students and when the projected enrollment to be served by the proposed center also exceeds 3,000 students. Additional centers sharing facilities with high schools, or other institutions, may be approved where justified by geographic, economic, or other considerations.

10. Local areas not now served by junior colleges should be given all possible assistance and encouragement to establish junior colleges at the earliest possible date in order that education at this level may be available within commuting distance of all our citizens as rapidly as practical. Junior colleges should be established in all twenty-eight proposed areas not later than 1970.

11. The State Junior College Board and the State Board of Education should continue their coordination at this level of education. Provisions for scholarships should be made where necessary to make junior college education available to citizens of counties not within commuting distance of a junior college and to make available to all citizens of the State special occupational programs not provided in all junior colleges.

12. Development of programs of study for each college requires careful attention to the needs of individuals as well as those of business and industry. Each junior college should give careful consideration to all these factors and should develop programs particularly needed in its area of the State.

13. Junior colleges should maintain on-going programs of institutional research to determine ways of maintaining and improving quality of programs and of increasing efficiency and economy of operation.

14. Junior colleges should utilize every means of improving economy and efficiency consistent with quality. Year-round operation, educational television, cooperative work-study programs, independent study programs, and extended day programs are examples of successful developments that should be considered.

15. Since the diversity of educational offerings provided by a junior college is specifically designated by law, junior colleges should be maintained as junior colleges and can not be considered as a base for developing a baccalaureate institution.

16. Since the junior colleges are required to maintain programs of study below the junior level of the university programs, they should be ready to assume principal responsibility for publicly supported lower division programs.

17. Admission to the post-high school programs of a community junior college should be based upon high school graduation or its equivalent except

    a. When the specific program requires definable skills, abilities or background in addition to high school grades, or

    b. When special permission is granted to students who can demonstrate that they will profit from the course.

    Admission to non-credit courses should be based upon factors relative to the course itself.

18. Adequate physical facilities must be provided to house the varied programs of the junior college.

19. Continued emphasis should be placed upon activities and agreements which will facilitate the smooth transfer of students from high school to junior college to university. These activities should give particular emphasis to articulation of high school and post-high school programs in the areas of curriculum and counseling.

III. FINANCE

Budgets

The annual budgets for junior colleges consist of two parts. Part I is the operating and debt service section; current revenue receipts and current expenses and debt service of the college are recorded here. Also recorded in this section are the special federal programs secured by separate contracts with the various federal agencies and federal funds distributed through the state. The operating and debt service budget is kept on a cash basis of accounting for revenue and on an accrual basis of accounting for expenditures.

Part II is the capital improvement section. In this section of the budget all revenue to be appropriated for capital improvements is recorded. Capital improvement funds are kept on the encumbrance (obligation)--accrual basis of accounting. The encumbrance or obligation basis requires that all revenues be recorded as revenues in the year in which the funds are actually earned rather than the year in which they are received. All commitments are recorded as reserves for encumbrances in the year in which the contract is let or purchase order is issued.

Minimum Foundation Program

The basic support for current operations of the junior colleges is provided by the junior college minimum foundation program. The foundation program enacted by the 1947 Legislature was based on the premise that every child deserves a minimum opportunity for an adequate education. It establishes a floor but the ceiling remains unlimited. It does not intend to establish a ceiling on quality of education or a ceiling on funds provided locally. In 1947, there were two junior colleges which became an integral part of the total minimum foundation programs of their counties. The Community College Council recommended to the 1957 Legislature that instruction units for the junior colleges be identified separately from the units of grades K-12. This was enacted into law in 1957 and since then the junior college budgets are completed separately from budgets for grades K-12, and the junior college minimum foundation program is computed separately from grades K-12. In the 1963 Legislature a separate junior college foundation program law was enacted. The cost of this minimum foundation program is based upon a formula. The factors which determine the cost are:

1. The number of instruction units.

2. The rank and experience of instructors.

3. The financial contributions of the county to the program, which is based upon the county's ability to pay.

The amount allocated to each junior college is generally in proportion to the number of instruction units earned. The number of instruction units

earned by each junior college is computed as follows:

1. One unit for each 12 full-time equivalent students for the first 420 students.

2. One unit for each 15 full-time equivalent students over 420 students.

3. One unit or proportionate fraction for each 8 instruction units for administrative and special instructional services.

4. One unit or proportionate fraction for each 20 instruction units for student personnel services.

There are essentially three steps in the calculation of the minimum foundation program. Step one calculates the base cost for instructional salaries, other current expenses, and transportation. Step two calculates the cost that the county or counties must contribute to the program. Step three calculates the funds that the state must provide by subtracting the county financial contribution from the total state and county cost. There is an administrative expense of $17,500 provided for the first approved junior college in each area and $10,000 in administrative expense for each additional approved center in the area. The minimum foundation program is contained in Sections 230.0112 through 230.0120, Florida Statutes. Pages 20 and 21 contain an illustration of the minimum foundation program for junior colleges.

Local Financial Support Required by the County

The counties participating in the support of a junior college are required to provide a minimum financial contribution to the minimum foundation program in accordance with their ability to pay. The index of taxpaying ability is determined by weighing certain factors; namely, what the sales tax collections are in the county, the number of gainfully employed workers, the value of the farm products, the assessed evaluation of the railroads and telegraph properties and the automobile license sales taxes. The amount required to be paid by each county is derived by multiplying this index of taxpaying ability by five percent of ninety-five percent of a six-mill equivalent of the total non-exempt assessed evaluation of the state.

Capital Improvement Funds

(CO&DS) Article XII, Section 18 of the State Constitution.

In 1952 a constitutional amendment earmarked a portion of license tag fees to be used for distribution to county schools. This amendment was effective for 30 years and earmarked $400 for each instruction unit to be used for capital outlay projects and debt service in the public

MINIMUM FOUNDATION PROGRAM FOR JUNIOR COLLEGES

Divide fall student semester hour registration by 15. Divide attendance hours (non-credit and credit occupational) by 810. Add third-term semester hours divided by 30 if year-round.

→ FTE

Divide first 420 FTE by 12. Divide by 15 all FTE in excess of 420. Add one ASIS unit for each 8 basic units. Add one SPS unit for each 20 basic units.

→ UNITS

Distribute units according to positions within rank and contract status of instructors.

Rank I	(units X $5200 - 5800)
Rank II	(units X $4600 - 5200)
Rank III	(units X $4150 - 4750)
Rank IV	(units X $3200)
	Total $

→ REG. TERM SAL.

+

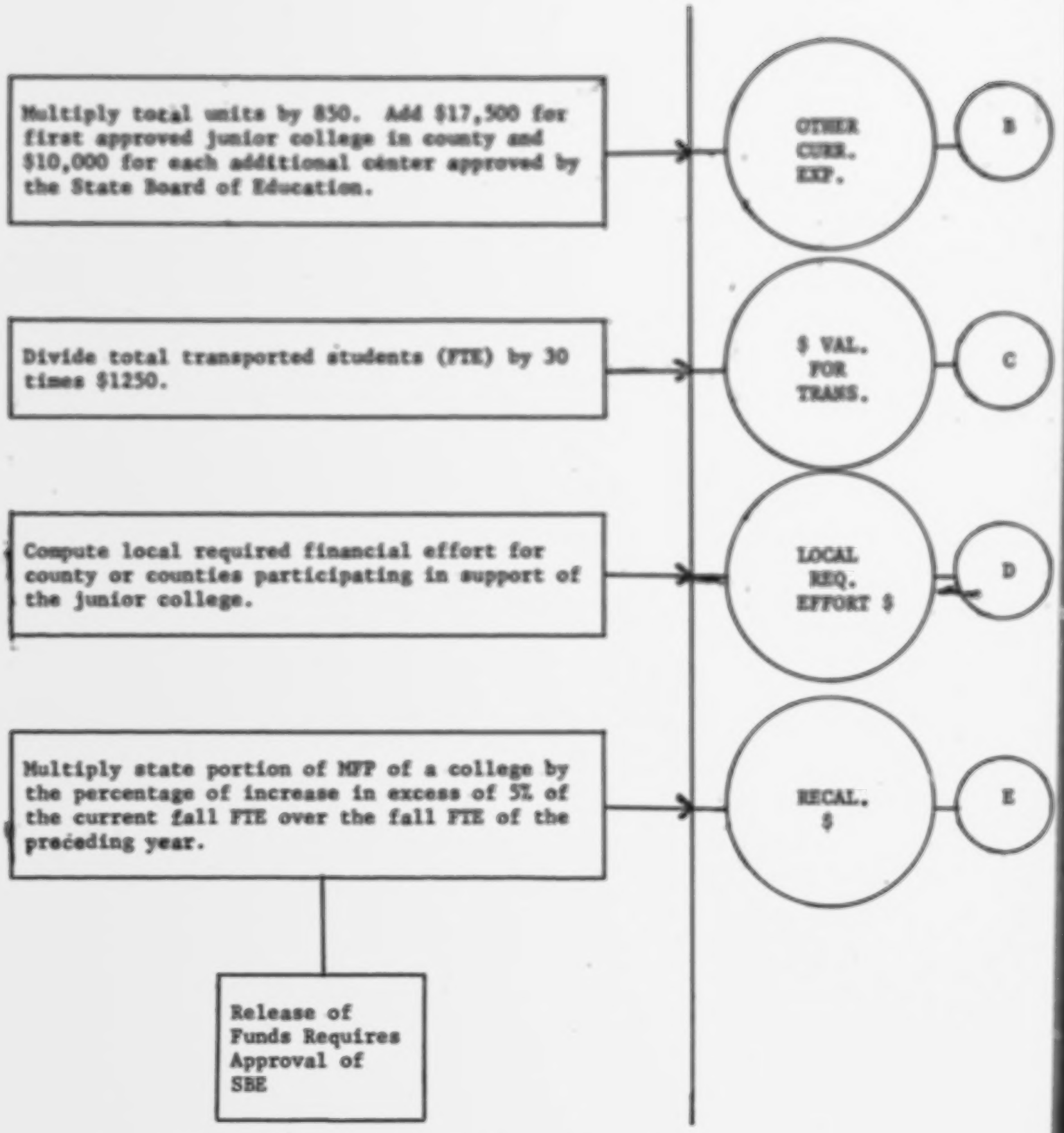
Distribute percentage by rank and contract status of persons approved for ASIS and SPS positions beyond ten months.

Rank I	(% X $5200 - 5800)
Rank II	(% X $4600 - 5200)
Rank III	(% X $4150 - 4750)
Rank IV	(% X $3200)
	Total $

→ BEYOND 10 MOS. SAL.

→ TOTAL INST. SAL. → A

(continued on next page)


Multiply total units by 850. Add $17,500 for first approved junior college in county and $10,000 for each additional center approved by the State Board of Education.
OTHER CURR. EXP.
B
Divide total transported students (FTE) by 30 times $1250.
$ VAL. FOR TRANS.
C
Compute local required financial effort for county or counties participating in support of the junior college.
LOCAL REQ. EFFORT $
D
Multiply state portion of MFP of a college by the percentage of increase in excess of 5% of the current fall FTE over the fall FTE of the preceding year.
RECAL. $
E
Release of Funds Requires Approval of SBE

Total state allocation equals (A + B + C) - (D) + (E)

schools in Florida. In 1963 another constitutional amendment was approved by the people which extended this support until the year 2000. An amount of $400 for each instruction unit is earned from the first receipts of the automobile license tag fees. This amount is allocated to the counties for the junior colleges in the amount related to the number of instruction units earned by the college. An administrative expense of one percent is deducted from the CO&DS funds earned by the college each year to be used for the payment of salaries and expenses of persons administering this section of the law. CO&DS funds are used for capital outlay or for debt service and must be spent on projects in order of priority as approved by the State Board of Education.

State Board of Education Bonds, Article XII, Section 18

At the request of the county, State Board of Education Bonds (SBE) may be issued by the State Board of Education for and on behalf of the county to the extent of 75 percent of the junior colleges' annual entitlement of CO&DS capital outlay and debt service funds at $400 per unit. This amount may be pledged for repayment of principal and interest on these bonds. The State Department of Education is designated as an agent of the State Board of Education for administering the debt service and investment of these funds.

Junior College Construction Funds (JCC), Article XII, Section 19 of the State Constitution

These are Higher Education Bonds approved by the constitutional amendment in December, 1963, and earmarked for capital construction at state universities, junior colleges, and vocational schools. These bonds are to be retired from the proceeds of revenues derived from a one percent gross utility receipt tax. The amendment to the constitution provided that beginning January 1, 1964, and for 30 years thereafter, $50,000,000 in bonds may be sold each biennium; however, by two-thirds votes of the members of the house and senate, $75,000,000 in bonds may be sold. A portion of the proceeds of these bonds as approved by the legislature is allocated for projects at junior colleges. These bonds are administered by the State Board of Administration. Before these funds are available for junior college construction, certain requirements must be met. A survey must be made under the supervision of the State Department of Education to establish the needs for junior college facilities. A description of the proposed projects based upon the survey must be submitted to the State Superintendent for review. The proposed building program along with the recommendations of the state's superintendent must then be submitted to the state board for approval. After projects have been properly budgeted and plans and specifications approved and upon request of the county board, disbursements are made monthly to meet construction requirements. The county in which the college is located receives the money to be used as specified by the State Legislature and as approved by the State Board of Education. The amount of the request to the legislature is determined by a formula designed to provide 140 gross square feet of space for each equivalent full-time student enrolled in each junior college up to 2,000 full-time

equivalent students and 104 square feet per equivalent full-time sudent thereafter.

Loans, Section 237.37, Florida Statutes

This section of the law provides authority for the county school board to borrow money for specific purposes if approved by the State Board of Education by pledging, in the case of the junior college, either general operating funds or capital outlay and debt service funds for repayment. These loans are authorized for a period of one year, but the obligation may be extended to a period of four years. If capital outly and debt service funds are to be used for the repayment of the principal and interest, the loan must be approved for projects appearing on the project priority list such as construction projects, equipment, sites, etc. Before acquiring such a loan, approval must be obtained from the State Board of Education with a resolution in the case that COE&DS funds are to be used for repayment. There may be no outstanding obligations on the part of the county or college which would prevent the approval of such a loan for the college.

Budget Approval

The tentative annual operating and capital improvement buget for each junior college is prepared by the president of the junior college and presented for approval to the advisory committee of such junior college. When approved by the advisory committee, the budget is submitted to the county superintendent of the county in which the junior college is located who transmits the budget to the county board operating the junior college. Upon approval by the county board, the budget shall be submitted to the state superintendent who within 30 days shall review the budget and mall notify the county board of its approval or of the respects in which the budget is inadequate and the changes required. Such budgets shall become final only when approved by the state superintendent pursuant to the regulations of the State Board.

Fiscal Control

Method of preparation or approval of the junior college budget shall be exclusive of any method used in approving other budgets by the county board. In accordance with Section 230.0119, Florida Statutes, a tentative junior college budget shall be prepared by the president of the college and presented to the advisory committee for approval. Good practice suggests that the preliminary preparation of the junior college budget be a joint effort with due consideration being given to the suggestions listed below.

1. The first draft of the junior college budget should be developed by the president of the junior college and his staff.

2. The preliminary draft should be discussed with the superintendent prior to consideration by the junior college advisory committee.

3. The preliminary budget shall be presented to the junior college advisory committee for its approval.

4. The finalized junior college budget is a part of the total budget for the county board of public instruction and after tentative approval by the board may be included in the legal advertisement for public hearing.

5. Following the public hearing, the junior college budget as approved by the county board of public instruction shall be submitted to the state superintendent of public instruction for final approval.

6. Amendments, generally, should follow the same procedure except that minor technical amendments may not need to await approval of the full advisory committee.

After the budget has been approved at the state level, the superintendent then should delegate to the junior college president responsibility consistent with laws and regulations for operation of the junior college within the approved budget.

Where adequate accounting services have been developed for grades one through twelve, it would be advisable for the junior college to take advantage of these services. However, specific policies regarding expenditure and reporting of junior college funds should be well established.

1. No obligations should be incurred nor any expenditures made against the junior college budget without the written approval of the president, or his designated representative, and the superintedent. This does not imply that the superintendent personally has to approve junior college expenditures. He should concern himself primarily with conformity to existing procedures and methods of expenditures and to improvement thereof. The junior college president, in turn, should adhere to local and state policies relative to the expenditure of budgeted funds and should consult with the superintendent on matters of extraordinary concern.

2. Financial reports required by the state, the board of public instruction, the county superintendent, and the president shall be prepared by the county and/or college staffs.

3. The board of public instruction upon recommendation of the advisory committee shall adopt policies for the administration of the junior college, including the administration of internal accounts. Internal funds may be used only as prescribed by law and regulations. Accounting procedures to assure compliance therewith should be established by the superintendent and president jointly.

4. Any questions concerning fiscal control should be referred to and resolved by the superintendent and the president.

Internal Accounts

Section 130-8.26(8) of the SBE Regulations makes provision for some additional flexibility in the administration of certain internal account funds

in junior colleges. This paragraph says in part: "Junior colleges shall be authorized to operate food services, vending machines, and bookstores as a service to and incidental to the instructional program of the college.... Expenditure of income from such services shall be exempt from requirements of law and regulation pertaining to expenditures of and purchase from tax funds. Incidental income from such services shall be expended in accordance with policies of the county board for such purposes as determined by county board policy to be for the benefit of the college."

Salary Schedule

Section 130-8.27, State Board of Education Regulations, provides that salary schedules shall be adopted for instructional and non-instructional personnel in the junior college; and Paragraph I provides further that "salary schedules adopted for instructional personnel shall make provision for recognition of training, experience and excellence of performance of teaching or other educational functions." This regulation does not specify the manner of making provision for excellence of performance nor does it specify any percentage of persons which must be so recognized. The individual college is encouraged to work out a method of compliance with this regulation which will best suit its own individual situation.

Purchasing

In accordance with Florida Statutes 230.32 and 230.0102(1), the superintendent shall establish procedures for purchasing in accordance with all laws, regulations, and policies pertaining thereto. Such procedures shall apply to the total public school system including the community junior college. The development of a uniform system of procurement from the initial requisition to final accounting, therefore, is a responsibility of the superintendent and his staff.

Community junior colleges need policies and procedures which are unique and distinct from those of grades 1-12. Purchasing procedures shall take this fact into consideration to the end that even items of a unique nature may be made available in type and quality needed, at time of need, and at the lowest possible cost.

Complete cooperation between the purchasing official and the staff of the college is necessary at all times in order to insure adherence to established procedures.

Individual county purchasing procedures may vary, but the following responsibilities and prerogatives must be considered basic:

1. The president, or his designated representative, should be responsible for origination of all requests for services, supplies, and equipment for the junior college.

    a. All descriptions and specifications for services and materials should be prepared by the junior college. When the county has

an established purchasing agent, it is suggested that he be consulted in unusual cases. These specifications should not be altered without the written approval of the president or his designated representative.

b. Requisitions should be submitted early enough to allow purchase and delivery of materials by date needed.

2. The superintendent's office is responsible for execution of junior college requests in accordance with legal requirements.

   a. Bid schedules may be established by the superintendent's office. Such schedules should be made available to the junior college in ample time for adequate planning and participation.

   b. Special needs of the junior college should be considered in the preparation of a bid schedule.

   c. Participation should be required in all instances of items identical with or similar to those listed on bid schedules.

   d. Materials or equipment to be purchased from internal funds should be included on bid schedules as necessary to comply with state regulations governing the use of internal funds.

3. It is the joint responsibility of the superintendent and the president, or their representatives, to make written recommendations for award of bids for services, supplies, and equipment to be furnished to the junior college. In no instance should equipment not meeting specifications be purchased without written approval from the college. Where feasible and needed, items should be examined by competent junior college personnel to ascertain that items meet specifications.

4. It is conceivable that certain emergencies will necessitate telephone bids on single items. In such cases, it should be the responsibility of the college to furnish written confirmation of such bids for accounting records.

5. Non-bid purchases should be made in compliance with existing procedures and policies and should be accomplished in a routine manner.

Junior College Buildings

Section 130-8.44, State Board of Education Regulations, relates to planning of junior college buildings and specifies the responsibility of the local board not only to employ an architect known to be competent to design facilities such as are needed for junior colleges, but also to establish planning procedures to assure proper educational planning of junior college buildings. This regulation makes specific reference to the development of educational specifications for each new junior college facility which is to be built.

IV. YEAR-ROUND OPERATION

Florida junior colleges are authorized by Section 130-8.75, State Board of Education Regulations, to "provide a year-round program of instruction after authorization and approval by the State Board of Education of a plan for such year-round operation." Other sections of the Regulations which refer to year-round operations are Sections 130-8.23 and 130-8.28.

The State Board has adopted the following three criteria as a basis for evaluation and approval of plans of year-round operation for junior colleges.

1. The calendar must provide for at least 45 weeks of instruction. This is interpreted to mean at least 220 days of educational service which includes examinations but does not include registration, holidays, or other activities.

2. The calendar must provide a reasonable amount of coordination with the calendars of the state university system.

3. Course sequences must be provided on a year-round basis insofar as possible. This is necessary so that students may enter at any term and move directly through the college program at their own pace.

Contracts for instructional staff members in colleges on year-round operation may be for periods varying between nine and twelve months, and contracts may be issued which include parts of two fiscal years. However, in order to comply with regulations of the State Board of Education, contracts for full-time members of the instructional and administrative staffs of colleges approved for year-round operation shall be for a minimum of nine months including not less than 180 days of service. Regulations of the Teacher Retirement System specify 180 days of actual service in one fiscal year to qualify a person for a full year's retirement credit.

The plan of year-round operation will mean that both academic calendars and faculty schedules in junior colleges will vary considerably from other parts of the public school system. While year-round calendars approved for junior colleges have followed the same general criteria in format, there has been no attempt to standardize these calendars.

All evidence to date indicates a widespread of acceptance of year-round operation in junior colleges. Enrollments during the third term have consistently shown sizeable increases each year and by the Fall of 1966, it is anticipated that all public junior colleges in Florida will be on year-round operation. Both formal and informal evaluations indicate a general acceptance of the year-round operation by both teachers and students and generally favorable patterns of achievement, attendance, etc. While there have been the normal problems in moving from a ten-months calendar to a truly year-round operation, the program in the junior colleges has proven to be a success and is enabling junior colleges to render a greater service to the citizens of Florida.

V. THE FLORIDA JUNIOR COLLEGE CONFERENCE

The Conference was organized in 1964 by action of the Council of Presidents to promote and regulate intercollegiate activities as an integral part of the education program of the member institutions. Membership is institutional and is open to any Florida junior college, public or private, which is accredited by the State Department of Education and/or the Southern Association of Colleges and Schools.

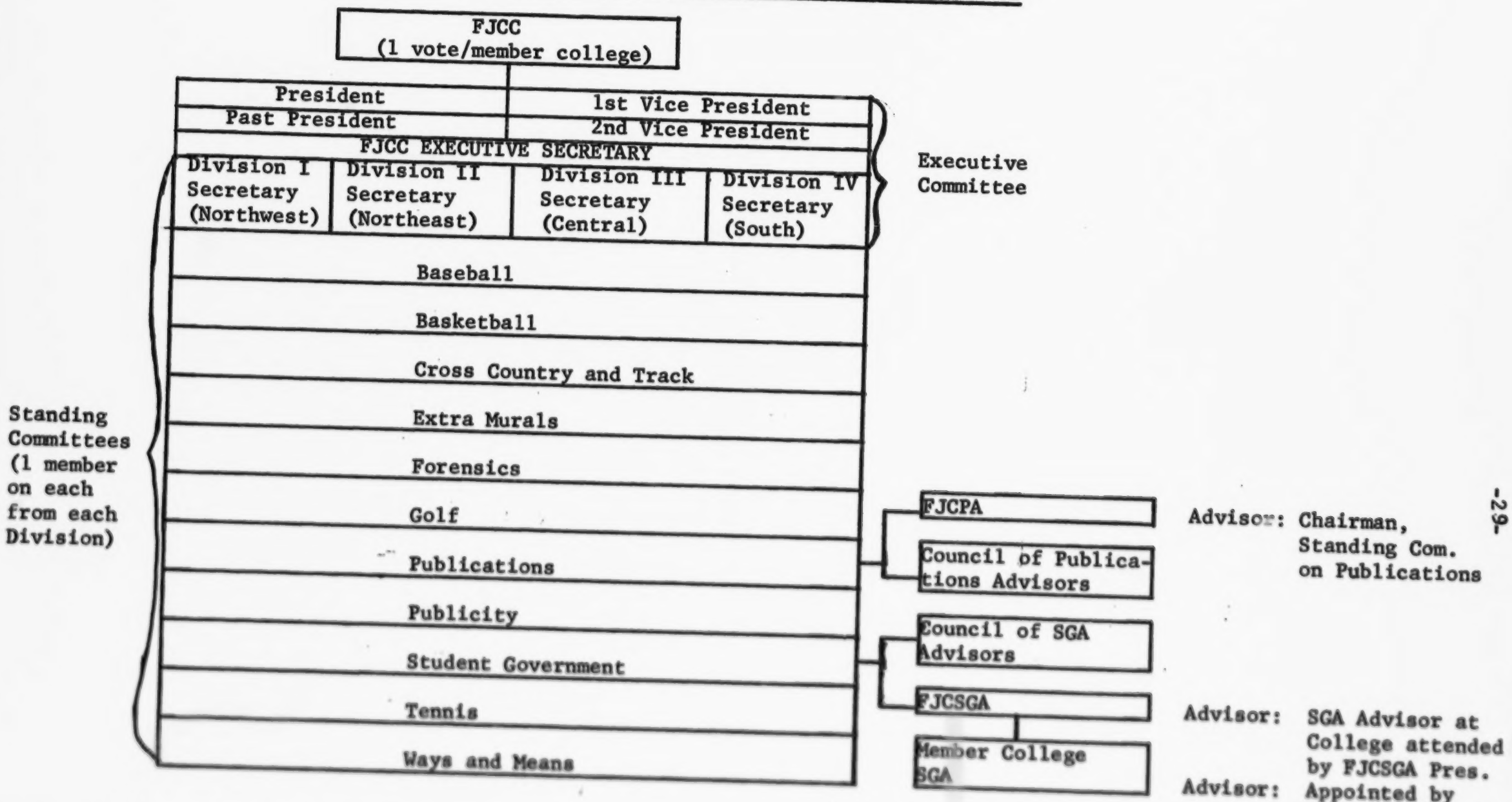
The Conference functions as a parent organization to such bodies as the Florida Junior College Student Government Association and the Florida Junior College Student Publications Association; absorbs the activities of the former Florida Junior College Athletic Association; and concerns itself with forensics competitions, informal sports and other matters common to junior colleges.

At least one meeting of the Conference must be held each year and each member institution has one vote which is cast by its president or his designated proxy. Each institution is allowed two representatives who are appointed and certified in advance by the president of the member college and one of them must be from a non-athletic area.

The state is divided into divisions (currently four) for the purpose of encouraging and coordinating all regional activities. There are approximately the same number of member colleges in each division which is headed by a Divisional Secretary. In addition, there is a standing committee for each activity (see chart page 29).

The work of the Conference is carried on throughout the year by an Executive Committee consisting of the four officers of the Conference, the four Divisional Secretaries, and the Executive Secretary, ex officio. This body meets at least four times a year to receive reports and recommendations from the standing committees and the Divisional Committees and reports to the Conference at its annual meeting in the spring of each year. Financial support is based on an annual assessment of each member college. The amount currently varies from $200 to $700, depending upon the size of FTE enrollments.

CHART OF THE FLORIDA JUNIOR COLLEGE CONFERENCE



NOTE: The Executive Committee coordinates activities of entire conference and reports through the President to the Conference. Meets quarterly.

A Standing Committee coordinates activities in its sphere and recommends through its chairman to the executive committee. Meets annually.

A Divisional Committee coordinates activities in each sphere throughout its division and recommends to the executive committee through its chairman, the Divisional Secretary. Meets annually.

VI. ARTICULATION

Professional Committee for Relating Public Secondary and Higher Education

Established in 1957 by the State Board of Education, the Professional Committee consists of about 16 individuals representing the State Department of Education, the Board of Regents, the state universities, the community junior colleges and the secondary schools. The representative of the State Superintendent of Public Instruction, currently the Director of the Division of Community Junior Colleges, serves as chairman. Originally, the committee was charged as follows:

1. To develop more effective articulation of public educational programs in secondary schools, community junior colleges, and state universities, and

2. To develop more effective programs to meet the needs of Florida for education.

In order to accomplish these ends, the Professional Committee was authorized to:

1. Identify problems of articulation of public educational programs;

2. Establish special "task forces" of professional personnel, with lay participation where desirable, to study and make recommendations concerning problems of articulation;

3. Identify program areas or phases of educational operations that have implications for secondary education, community junior colleges, and the state university system which need to be evaluated;

4. Establish "task forces" of professionals, with lay participation where desirable, to undertake evaluations and to make such recommendations as will improve the matters under study;

5. Consider and follow up on findings and recommendations from the study groups; and

6. Present to the State Board of Education recommendations concerning all matters relating to articulation.

The committee continues to discharge all of these responsibilities. The committee also was authorized by the State Board of Education to seek funds from foundations or other sources to support projects which it wishes to carry on.

Summary of Committee Activities

There have been several activities carried on by the committee since 1957 which are still in operation. These are described briefly.

1. Research and Development. The committee sponsored several studies which are available in mimeographed or typed form.

   a. An annotated bibliography of secondary school-college articulation;

   b. A survey of high school-college articulation activities in other states;

   c. A history of articulation activities in Florida;

   d. A study of out migration of college students from Florida; and

   e. An inventory of college attendance plans of students in junior college.

2. Policy Statements. The committee has fostered the development of policy statements relative to articulation. These have become an important part of the articulation program in the state.

   a. General Education is an important part of each college student's program of studies. A policy statement has been developed and accepted which fosters institutional integrity at the same time that it encourages smooth transfer of students from one institution to another. This policy has now been in effect for more than five years. (See page 32.)

   b. Advanced Placement for encouraging outstanding high school students has long been a concern of the faculties of all institutions. A policy has been developed and is accepted by the majority of Florida's colleges which will enable capable students to move ahead in their education. (See page 35.)

   c. Transfer Policies which permit students to move from one level of educational accomplishment to another without undue road blocks are essential. A policy statement concerning transfer has been developed and approved by the committee. (See page 33.)

3. Articulation. A series of statewide conferences has been originated. Such conferences to which all institutions, both public and private, are invited usually are preceded by a document outlining expected requirements regarding the work carried at the freshman and sophomore levels. These have been very important, not only to the junior colleges, but also to the university system in coordinating the various institutional programs. Reports of each of the conference proceedings have been reproduced and are available to all colleges. Currently plans are underway for conferences in chemistry, music and mathematics. Approval for conferences in other disciplines will be developed as the need arises. Task forces to develop plans for improving articulation in foreign languages, business education, pre-engineering, and teacher education have been appointed.

The Professional Committee also has given attention to other matters relative to articulation such as student organizations, year-round calendars of institutions, coordination of conferences involving teaching faculties, the need for a regular newsletter on high school-junior college-senior college-university articulation in Florida, and similar matters.

Policy Regarding General Education in Florida Public Higher Education

Each public institution of higher education in Florida, i.e., each State University and each community junior college, is encouraged to foster and promulgate a program of general education. This basic program* for students working toward a baccalaureate degree should involve not less than 36 semester hours of academic credit.

The institutions are encouraged to exchange ideas in the development and improvement of programs of general education. The experience already gained in the established State Universities and Community Junior Colleges will be of value. While the institutions are to work cooperatively in the development and improvement of general education programs, each institution has the continuing responsibility for determining the character of its own program.

After a public institution of higher learning in Florida has developed and published its program of general education, the integrity of the program will be recognized by the other public institutions in Florida. Once a student has been certified by such an institution as having completed satisfactorily its prescribed general education program, no other public institution of higher learning in Florida to which he may be qualified to transfer will require any further lower division general education courses in his program.

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* General education programs provide basic liberal education and include work in areas such as: communications, mathematics, social sciences, humanities, and the natural sciences.

Policies for Transferring Students Among Florida's Public Institutions of Higher Education

Education is a continuous process even though handled in separate administrative units. Recognition of this basic principle underlying the philosophy governing progress through these various units facilitates such progress, redounds to the benefit of the students, the various institutions, and hence to the state itself. Basic to this philosophy is mutual respect for and trust in the educational validity of the experience of the student in each institution. In acknowledgement of this confidence, the following policies have been formulated to facilitate transfer among institutions.

1. Requirements for admission to upper division colleges and schools of the Florida public universities should be the same for Florida public junior college graduates as for students who complete the first two years on a university campus. Those transferring from the public junior colleges prior to graduation shall be treated as any other transfer student and must meet all university requirements for lower as well as upper divisions, except as provided in paragraph 3 below.

2. Admission to the upper division should be granted to any graduate of a state accredited junior college in the State of Florida who has completed the college parallel program, and whose graduation shall normally be on the basis of an over-all average of 2.0 based on the 4.0 system on all college work attempted. Junior college graduates should be permitted to make up prerequisites while in upper division status. The university will consider exceptional cases within the capacities of the university upon recommendation from the junior college and provided space is available.

3. Junior college transfers shall be considered as having met the general education requirements of the receiving senior institution if the junior college has certified that the student has completed the lower division general education requirements of the junior college. This policy should apply to all junior college transfers, both graduates and non-graduates.

4. Twelfth grade test score requirements of the senior institution shall not be a criterion for admission for any graduate of a junior college.

5. All credits of "C" or better should be received, accepted, and recorded on the transferring student's record by the receiving senior institution in order that the upper division colleges may determine how many additional hours are needed for graduation with a bachelor's degree. This would not necessitate the removal of minimum upper division requirements for graduation but would protect the transferring student against loss of credits in

excess of 64 hours when such courses are applicable to the degree which a student is seeking.

6. Transfer students from a junior college should be exempt from meeting the lower division physical education requirements of the receiving senior institution if the junior college has certified that a student has completed the physical education requirements of the junior college.

7. The graduation requirements in effect at a receiving senior institution at the time a student enrolls at a public junior college should apply to that student in the same manner that graduation requirements of that senior institution apply to its native students, provided the student's attendance record is continuous.

Nothing in the above should obscure the fact that degree granting institutions have a significant responsibility for insuring that the degree holder has a reasonable competency and an equal chance to compete in his chosen profession. Most degree curricula reflect a considered judgment of the faculty members most closely in touch with the skills essential for professional success. Institutional rules and requirements should not lead the student to regard the mere collection of college credits and grades as more important than the achievement of real understandings. Graduation and transfer requirements are phrased in terms of a minimum number of credits and minimum quality index (grades). More significant is a combination of educational experiences (courses) that give significant opportunity for acquiring the essential understandings and the base for progressing satisfactorily at a new level, whether in an educational institution or in a chosen profession.

Advanced Placement in Florida

In order to provide greater flexibility and opportunity for able Florida youth to move ahead with their education, the Professional Committee for Relating Public Secondary and Higher Education in Florida has adopted the following state-wide pact concerning the use of the ETS Advanced placement Program by institutions of higher education in Florida.

1. Florida institutions of higher education will include clear statements of their policy with respect to the Advanced Placement Program in their annual catalogs.

2. All Florida public institutions of higher education (junior and senior) will participate in the Program and adopt the following common policy.*

   a. Scores of 5, 4, and 3, will be accepted for credit, such credit to be assigned by the appropriate officer of the institution in terms of the policies of the institution.**

   b. Scores of 2 will be referred to the appropriate departments for recommendations concerning possible waiver and/or credit.

   c. No credit will be allowed for scores of 1.

   d. Senior institutions will accept advanced placement credit for scores of 3, 4, and 5 included in transcripts from the junior colleges. Credit for scores of 2 included in transcripts will be handled as in 2-b above.

3. All Florida private institutions of higher education are invited to subscribe to this pact.

4. It is not intended that the use of the Advanced Placement Program should replace other existing relationships between secondary schools and institutions of higher education concerning waiver or credit by other means. The Program should supplement, not replace, these means.

5. Florida secondary schools, both public and private, will be encouraged to promote the use of the program by whatever means are available to them. They will be assured that successful students will receive credit by the institutions which are signatory to this agreement.

6. The Professional Committee for Relating Florida Public Secondary and Higher Education working with the officers of the Advanced Placement Programs will carry out annual state-wide studies concerning the success, numbers, and problems encountered, and will send out an annual report to all participating institutions.

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*Before such a pact can become operative, system-wide, it will have to be approved by the institutions.

**While credit should be given without reference to departmental recommendations, the policies of the institution should determine whether the credit is used to meet institutional or departmental requirements, or to be applied as elective credit.

Committee on Registration and Admissions, Board of Regents

This body consists of representatives in these areas from each of the state universities, the Office of Continuing Education, and the Division of Community Junior Colleges. It meets at least four times a year to consider matters related to the implementation of accepted policies regarding student transfers, exchange of admissions information, academic record keeping and the like.

Recommendations are made to the Council of University Presidents and to the Council of Junior College Presidents through appropriate channels.

VII. ALTERNATIVE PLANS OF ORGANIZATION AND OPERATION OF GENERAL ADULT AND VOCATIONAL EDUCATIONAL SERVICES IN AREAS SERVED BY COMMUNITY JUNIOR COLLEGES

Section 130-8.73 of the State Board of Education Regulations requires county boards contributing to the support of a junior college to determine the respective responsibilities of the junior college and other educational agencies for occupational and general adult education programs. Since most counties offer at least some adult and vocational education as a part of their regular school programs, the addition of a junior college which is also concerned with these services makes it necessary that the county board adopt policies assigning specific responsibilities for these services to the various components of the school system under its jurisdiction.

As an aid to county boards and superintendents in developing such policies, the Division of Vocational and Adult Education and the Division of Community Junior Colleges have identified four general plans for the organization and operation of vocational and adult education in counties having junior colleges.

The initiation of any plan of operation will require the following:

1. The boards and superintendents of cooperating counties must establish a policy of educational services for which the public school system including grades 1-12 and the community junior college is to be responsible.

2. The community junior college administration, faculty, and advisory committee must accept and support the role and responsibilities of the community junior college as envisaged in the plan of operation adopted.

3. When the community junior college assumes responsibility for programs of general adult and/or vocational education, the personnel who are assigned administrative or supervisory responsibilities for these services must become familiar with the principles and procedures involved in the initiation and operation of such programs. Such individuals should establish working relationships and liaison procedures with appropriate divisions and sections of the State Department of Education, and avail themselves of opportunities made available for in-service orientation and education.

Following are listed the four organizational patterns, the pre-existent conditions at the county level which would make it feasible to adopt a particular pattern, and the conditions which will need to be met if the pattern is to operate efficiently. The most efficient implementation of any of these patterns is dependent upon appropriate policy decisions at the local and/or state levels.

PLAN I

If (A) there is real evidence of a philosophical commitment to the value and purposes of general adult and vocational-technical programs existing within the college administration and faculty, and

(B) there are educational needs not being met because of limited existing programs of general adult and/or vocational education; and/or there is good evidence to indicate that by administering these existing programs through the community junior college they will be expanded and improved to meet more adequately the needs of the community,

then it is recommended that the community junior colleges have primary responsibility for education of persons beyond the high school age.

If this pattern is to operate efficiently, the following conditions must be met at the local level:

(A) A competent person qualified under existing regulations to head each of these programs, i.e., the general adult education (community services) program and the vocational-technical program, is placed on the staff of the college at a level comparable to that occupied by other major program heads, thus affording comparable opportunities and encouragement for the development of these programs within the college framework, and

(B) funds accruing to the county board of public instruction for the support of general adult and vocational-technical programs assigned to the community junior college are transferred to the budget of the college.

PLAN II

If (A) programs of general and/or vocational education as an existing part of the county school system are serving the basic needs in these areas, and

(B) there exist unmet needs for certain types of offerings which it may be desirable to provide, and

(C) there is evidence of a genuine desire on the part of the college to serve the general adult and vocational needs not otherwise being met in the county, and

(D) the college has certain resources (physical plant, staff, organization, etc.) which may be used in serving general adult and vocational-technical needs, and there is a reason to believe that such needs can better be met by the community

junior college than by other agencies of the school system,

then it is recommended that the community junior colleges have responsibility for associate degree and certificate programs plus certain other offerings for adults not provided in the general adult or vocational-education program in the county school system.

If this pattern is to operate efficiently, the following conditions must be met at the local level:

(A) A coordinating committee is appointed to identify areas of responsibility of the community junior college and of other agencies for general adult and vocational education so that unwarranted duplication may be avoided. This committee should include representatives of the general adult education program, the vocational education program, the community junior college administration, and the county superintendent or a member of his staff, and

(B) A competent person qualified under existing regulations is appointed on the community junior college staff with responsibility for development and operation of such adult and/or vocational programs as may be the responsibility of the college; provided that, the certificate regulation may be waived upon recommendation of the coordinating committee when the responsibility assigned to the college in these areas is of such limited nature as to require only a minor part of the time of the administrator assigned to direct these programs, and

(C) Funds accruing to the county board of public instruction for the support of general adult and vocational technical education programs assigned to the community junior college are transferred to the budget of the college.

PLAN III

If (A) excellent programs of general adult and/or vocational education are existing and serving basic needs in these areas, and

(B) there is widespread feeling in the community and among the college faculty that the college should offer only college level work or work leading to an associate degree, and

(C) there exist unmet needs for certain types of short courses, institutes, etc. similar to college credit courses which the community junior college by virtue of its physical and faculty resources is uniquely able to fill,

then it is recommended that the community junior colleges have responsibility only for associate degree and certificate programs plus certain short courses, institutes, etc. related

to existing programs of the college and similar to college credit courses.

If this pattern is to operate efficiently, the following conditions must be met at the local level:

(A) a coordinating committee similar to that described in PLAN II above is appointed to make such decisions regarding program responsibility as are necessary to avoid unwarranted duplication of effort, to carry on a continuing review and study of the educational needs of adults in the area, to examine periodically the offerings of the various institutions and agencies, to encourage these institutions to meet the educational needs for which they are primarily responsible, and, when necessary to recommend changes in the assigned program responsibilities among the institutions and programs.

PLAN IV

If (A) there exist strong general adult and vocational education programs, and the school administration and community are satisfied with these existing programs, and

(B) the prevailing philosophy and the expectation of the community is that the community junior college should offer only college credit programs,

then it is recommended that the community junior college have responsibility only for programs for which college credit is awarded.